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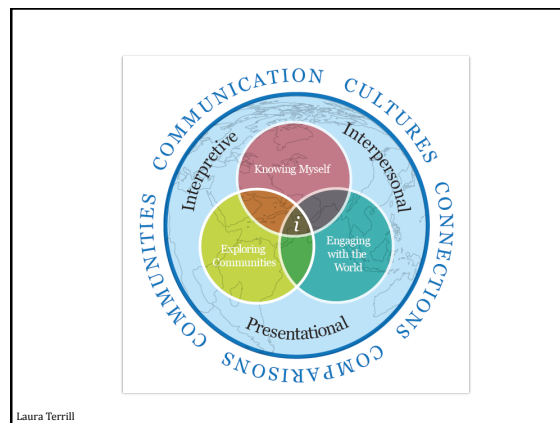
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Keys to Planning for Learning: Effective Curriculum, Units and Lessons
<http://www.aattf.org/publications/books-and-brochures/the-keys-planning-learning-0>

August 2015

Agenda	August Agenda.docx Details Download 92 KB
World Readiness Standards	World-ReadinessStandardsforLearning... Details Download 92 KB
NCSFL-ACTFL Can Do Statements	NCSFL-ACTFL Can-Do_Statements.pdf Details Download 607 KB
NCSFL Global Benchmarks	NCSFL-ACTFL Global Can-Do Benchma... Details Download 607 KB

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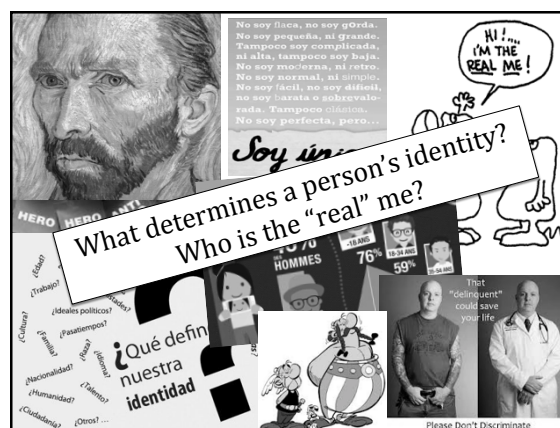


Mindset for Curriculum Design

- Communicatively Purposeful: Building Toward Proficiency
- Culturally Focused: Developing Interculturality
- Intrinsically Interesting: Relevant to Learners
- Cognitively Engaging: Requiring Critical Thinking Skills
- Standards-Based: Reflecting Goals for Learning Languages

--Adapted from Helena Curtain

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Learning Scenario

Throughout this unit, students will have the opportunity to consider and explain who they are, the activities they participate in and how they interact with others. They will then learn about and reflect on character and personality traits and will be able to describe their behaviors and attitudes in terms of their personal and public identities. They will examine well known self portraits and consider why self portraits exist comparing the selfies of today to the portraits of the past. Finally, they will consider the impact of stereotyping in their own lives and consider how the media contributes to stereotyping. They will create a and share a multimedia product that highlights influences on their identity sharing elements of their inner and outer selves.

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Performance Tasks

Do the tasks match the targeted performance level?
Do they allow students to address the essential question in some way?

Interpretive Mode	Interpretive Mode	Interpretive Mode
Read biographical and/or autobiographical texts and demonstrate comprehension using the IPA Interpretive Comprehension Guide.	Read article/infographic on phenomenon of selfie and demonstrate comprehension.	Watch video and/or read article on stereotypes and complete a graphic organizer.

What determines a person's identity?
Who is the "real" me?

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Performance Tasks

Do the tasks match the targeted performance level?
Do they allow students to address the essential question in some way?

<p>Presentational Mode</p> <p>"On Demand" Explain who you are in terms of your public and personal identity. Comment on how your identity changes in different situations? What might you change about your inner self? your outer self? if it was easy to change? Why would you make that change?</p> <p>Project-based Create a product that can be shared with others, one that captures your personal and public identity. Consider how others perceive you. Compare your inner and outer self to others.</p> <ul style="list-style-type: none"> • outer cover of a book, inside content • outer mask, inner mask • two voice poem between your inner and outer self 	<p>Interpersonal Mode</p> <p>Students pair to discuss what they have learned about personal and public identities. They comment on character traits sharing those that they value the most and commenting on how they identify those traits in others. Finally, they ask for and share their opinions on selfies sharing their favorite selfie and explaining the moment when it was taken.</p>
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What determines a person's identity?
Who is the "real" me?

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Food and Hunger: Interpersonal Assessment

EQ: How do we eat well? What is hunger?

You are attending a student United Nations event. The topic is food and hunger. You will represent one country and interact with others from other countries. Have a conversation where you ask and answer questions to discuss:

- Where you live
- Food likes and dislikes
- Foods that you eat in your country
- Healthy and unhealthy behaviors
- Hunger issues where you live




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In Search of the Coquí —Interpersonal Assessment

EQ: Why do we explore?

Students will select at random various images of Puerto Rico and will role play a conversation to decide what they will do while on vacation in Puerto Rico. They will discuss the environmental impact of their tourism on the island.




- ♦ comment on what you plan to do/see in the rainforest
- ♦ comment on the weather/environment in relation to your plans
- ♦ accept and refuse suggestions for other places saying what you want to do there
- ♦ mention a few foods/beverages you want to have

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Global Challenges: Home and Shelter

EQ: Why does everyone need a place to call home?

Structured Debate



<http://1jour1actu.com/debat/>

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Should begging be banned from downtown areas?
Beggars are being banned from downtown areas. It's against the law to beg in the streets or in public transportation. If beggars are caught, they must pay a fine of about \$75.00.

Roles in the debate:

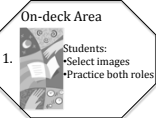
- the mayor of the city
- a beggar
- a resident of the city
- a representative of a foundation that helps the poor

Consider:

- the need to enact laws for public good
- the need for food and shelter for the homeless/unemployed
- the need to feel safe in the streets
- where the beggars go when they leave the city
- the impact of the current economic conditions on poverty

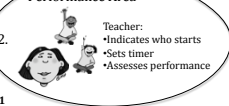
Testing Day

On-deck Area

1. 

Students:
•Select images
•Practice both roles

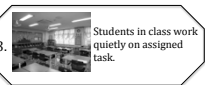
Performance Area

2. 

Teacher:
•Indicates who starts
•Sets timer
•Assesses performance

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- Use the technology that is available to you, low-tech options will work
- Select random partners on the day of the test, determine and post the order
- Assign work to students, often a presentational assessment will work well
- Create an ondeck area where each pair draws a situation at random, practices for 2 minutes and prepares to take either part
- Move the ondeck students to a station in front of you. Set a timer for a set amount of time and indicate which partner should start the conversation.
- Call time if necessary. Mark the rubric before asking the next pair to move to the station in front of you.

3. 

Students in class work quietly on assigned task.

Interpersonal Rubric				
	Strong Performance 10 9	Meets Expectations 8	Approaches Expectations 7	Minimal Performance 6
How well am I understood?	I am easily understood. My errors in speaking are minor and do not interfere with communication.	I am understood most of the time. I may need to repeat or reword occasionally. My errors in speaking do not interfere with communication.	I am difficult to understand at times. I may ask for help expressing ideas. Some errors may interfere with communication.	I am extremely difficult to understand. I repeat frequently. My errors interfere with communication.
How involved am I in the conversation?	I ask a variety of relevant questions to keep the conversation going. I respond to questions and/or add follow-up comments. I encourage others to participate.	I ask relevant questions to keep the conversation going. I respond to questions and/or make a follow-up comment. I am an equal participant in conversation.	I ask a few relevant questions. I give simple or minimal answers to questions.	I ask random questions that may or may not be on topic. My participation is minimal.
How easily do I deliver my thoughts?	My conversation flows with few pauses.	I pause but my hesitations seem natural. I complete my thoughts.	I hesitate often and pauses are awkward. I have few or no incomplete thoughts.	My speech is slow and halting; long pauses may occur. I struggle to complete or do not complete thoughts.
How do I demonstrate that I can correctly use the new vocabulary from the unit?	I successfully use many new words and personal vocabulary related to the unit. I elaborate to complete the task.	I successfully use new words related to the unit to complete the task.	I successfully use a few of the new words related to the unit to partially complete the task.	I rely on simple and very familiar vocabulary to partially complete the task.
What cultural knowledge and understandings do I share?	I add relevant information about the target culture. I use cultural gestures and/or expressions appropriately.	I refer to relevant information about the target culture. I may use cultural gestures and/or expressions appropriately.	I make limited or no references to the target culture. I may use a cultural gesture or expression.	I respond only from the personal point of view or my own perspective.

Are thematic units more work?

YES, initially.

Consider the following:

- ✓ Pacing "time" issues are minimized, topics are developed more fully
- ✓ There is less need for review
- ✓ Grammar is truly recycled, no more 1 chapter treatment of a topic
- ✓ No need to redo curriculum every (7) years when new textbook is adopted, textbook is tool
- ✓ Focus truly shifts to what students can do with language

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How many units a year?

Consider:

- ✓ the need for lots of comprehensible input from multiple authentic sources
- ✓ the need for time to internalize new vocabulary and structures
- ✓ the need to develop all 3 modes of communication
- ✓ the fact that each unit's performance assessment includes all three modes of communication
- ✓ your school calendar

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Use of target language and comprehensible input



<http://www.flickr.com/photos/djlaudio/4954719152/sizes/m/>
Markus Koljonen - website: <http://blackswan.carbonmade.com>

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Using the target language



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General Features of Useful Input

Input must be COMPREHENSIBLE.

Learners must understand most of what the speaker is saying for language learning to occur.

Input must be MEANING BEARING.

Useful input must contain a message that learners want and need to understand. There must be some communicative intent.

Smith and Donato, Startalk 2012

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Comprehensible Input?

"A related observation about the F distribution is that it is positively skewed, not symmetric as are z and t. This is because F is always positive: It is the ratio of variances, both of which are positive, so F itself must be positive. There is no left-hand tail of F because the F distribution ends abruptly at 0."

Russell T. Hurlburt (2003). *Comprehending Behavioral Statistics*. Thomson: Australia, p. 336.

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We acquire language in only one way: when we understand messages; that is, when we understand what we hear or what we read, when we understand the message.

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Providing comprehensible input



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What makes a book comprehensible to a 2-year old child in his first language?

Create Comprehensible LANGUAGE by:

- Paraphrasing (or saying it in an easier way).
- Slowing down the rate of delivery.
- Defining words by example, not translation.
- Using structures students are familiar with and build on them over time ('No talking over their heads').
- Using key words and phrases more than once (enter and re- enter new language elements).
- Use tone of voice to emphasize key parts on the message.

Smith and Donato, Startalk 2012

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Create a CONTEXT for increasing comprehension by:

- Using gestures to make meanings clear
- Using visuals and props
- Making sure students have knowledge of the topic/objective of the lesson
- Providing a meaningful and purposeful context

Smith and Donato, Startalk 2012

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Making Input Comprehensible

ACTFL Webinar – Spring 2012
Tara Fortune

Sensorial Supports	Paraverbals	Non-Verbals
<ul style="list-style-type: none"> • Visuals • Graphics • Realia • Pictures • Graphic Organizers • Manipulatives 	<ul style="list-style-type: none"> • Exaggerated pronunciation • Slower than normal speech • Purposeful pauses • Intonation • Enunciation • Slowed speech for emphasis • Key word emphasis 	<ul style="list-style-type: none"> • Gestures • Facial expressions • Pantomime • Demonstration • Routine • Context clues

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Alimenti e bevande	Kcal	Minuti di cammino (a 3,2 km all'ora) necessari per bruciare le calorie	
		Donna (peso 60 kg)	Uomo (peso 73 kg)
• Un bicchierino di vermut dolce, 5 olive, 10-15 arachidi salate	300	115 minuti	95 minuti
• Un tramezzino (pane g 30, formaggio g 30, prosciutto cotto g 20, maionese g 10)	350	135 minuti	110 minuti
• Panino con hamburger al doppio formaggio	450	170 minuti	140 minuti
• Patatine fritte (porzione media da fast food)	340	130 minuti	110 minuti
• Una porzione di profiterol (g 100)	280	110 minuti	90 minuti
• Una lattina di bibita zuccherata (330 cc)	130	50 minuti	40 minuti

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Making Authentic Text Comprehensible

Alimenti e bevande	Kcal	Minuti di cammino (a 3.2 km all'ora necessari per bruciare le calorie)	
* Un bicchierino di vermouth dolce, 5 olive, 10-15 arachidi salate	300	115 minuti	95 mi
* Un tramezzino (pane g.30, formaggio g.30, prosciutto cotto g.20, maionese g.10)	350	135 minuti	110 mi
* Panino con hamburger al doppio formaggio	450	170 minuti	140 mi
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* Una lattina di bibita zuccherata (330 cc)	130	50 minuti	40 mi

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Practice in target language; assess in English

Comment dit-on....
How do you say....



Cherchez les mots qui indiquent....

Find the words that indicate....

1. **une quantité de coca** (an amount of coke)
2. **pas toutes les profiteroles** (not all the profiteroles)
3. **une sauce blanche** (a white sauce)
4. **Quelque chose de jaune qui va souvent avec un hamburger** (something yellow that often goes with a hamburger)
5. **La nourriture qui exige plus de deux heures de marcher pour éliminer les calories** (the food that requires more than 2 hours of walking to get rid of calories)

Quelle est l'idée principale?

What is the main idea?

- a. **La différence entre les hommes et les femmes** (difference between men and women)
- b. **Une comparaison entre les calories et l'activité** (A comparison between calories and activity)
- c. **La nourriture qui est de mauvaise santé** (food that is unhealthy)

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Visualizing

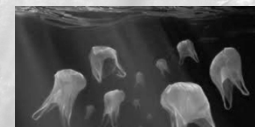
claves
güiros
maracas
cuatros
vejigante masks
santos



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Quel est le problème?

J'ai faim.



Regarde, beaucoup de méduses délicieuses!



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Importance of Authentic Texts

Authentic Text – text written by speakers of the target language for speakers of the language

- Real-world
- Culture rich
- Models of correct language



Il existe 5 espèces de rhinocéros. Toutes sont gravement menacées par le braconnage pour leurs cornes, utilisées par la médecine traditionnelle asiatique pour leurs soi-disant propriétés curatives.
Le Zoo de La Palmyre a enregistré sa toute première naissance de rhinocéros blanc en novembre 2013.

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Selecting Authentic Text

Novice Range Interpretive Proficiency

Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly-predictable oral or written texts, **with strong visual support.**

Is the text:

- Intrinsically interesting, rich in ideas?
- Cognitively engaging, intellectually challenging?
- Communicatively purposeful, relevant to the learner?
- One that explores an aspect of the essential question?

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Complex Thinking — Simple Language



No soy un abrigo.

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Helena Curtain

Ouiin! Mais que se passe-t-il?



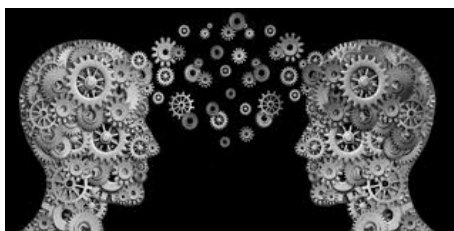
Au Japon, deux lutteurs de sumo, des sumotori, soulèvent des bébés pour un combat... de pleurs ! Cette cérémonie, appelée « Naki Sumo », a eu lieu dimanche dernier à Tokyo : les parents japonais y amènent leurs petits enfants car ils pensent que des bébés qui pleurent fort seront pleins de santé. C'est une coutume shintô, l'une des religions au Japon.

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Tips for finding authentic text

- Look for texts that address the essential question of the unit and allow students to work on the language functions of the unit.
- Do not look for texts that have specific vocabulary or structures.
- Do a google search using possible words, phrases in the target language, click on images and videos first especially for novice learners.
- Adapt the task, not the text.
- Become a fan of Pinterest.

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Teaching vs. Learning



image: cs.cmu.edu

Teaching is what occurs outside of the head.

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Ruby Payne

Teaching vs. Learning



Learning
is what occurs
inside the
head.

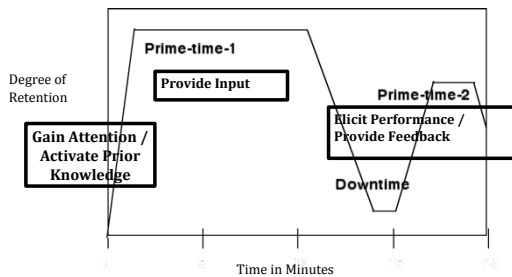
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Ruby Payne



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Primacy-Recency



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Adapted from Sousa

FACILITATING A LEARNER-CENTERED CLASSROOM

KEY CHARACTERISTICS

In the learner-centered classroom, the teacher:

- acts as a partner with students in the learning process
- gives learners voice and choice according to their needs, age, and abilities
- makes instructional decisions based on learner's performance
- engages learners in cognitively challenging real-world tasks
- creates multiple opportunities for learners to interpret and express ideas about topics of interest to them
- provides learners opportunities to collaborate while using language to accomplish a meaningful task
- allows for ongoing feedback from a variety of sources to improve learner's performance

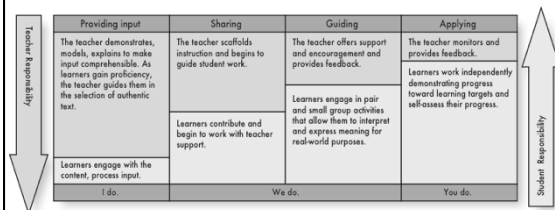


IN A LEARNER-CENTERED CLASSROOM, THE TEACHER GRADUALLY RELEASES RESPONSIBILITY

Providing Input	Sharing	Guiding	Applying
The teacher demonstrates, models, explains to make input comprehensible. As learners gain proficiency, the teacher guides them in the selection of authentic text.	The teacher scaffolds instruction and begins to guide student work. Learners contribute and work with teacher.	The teacher offers support and encouragement and provides feedback. Learners engage in pair and small group activities that allow them to interpret and express meaning for real-world purposes.	The teacher monitors and provides feedback. Learners work independently demonstrating progress toward learning targets and self-assess their progress.
I do.	We do.		You do.

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Gradual Release of Responsibility



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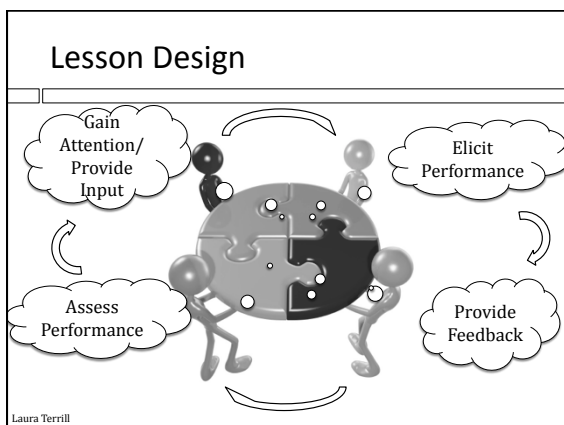
Adapted from Douglas Fisher

I DO...WE DO...YOU DO



I DO	The teacher: <ul style="list-style-type: none"> • gets the attention of the learner • communicates the learning goal of the lesson • provides comprehensible input • models language use in context
WE DO	The students: <ul style="list-style-type: none"> • work collaboratively to use language • are supported by peers • gain confidence • receive feedback on performance
YOU DO	The individual student: <ul style="list-style-type: none"> • demonstrates his/her ability to meet the goal of the lesson

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Living in the City

EQ: What is the ideal city?

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Contemporary Life: City Life

Students will have the opportunity to explore the city of (Angers) from the point of view of someone who might select Angers as a tourist destination. They will work with various texts that share information on Angers as they learn more about the city and will take a virtual tour of the chateau comparing that site with others they may have visited. They will compare Angers to their city and to other cities that are of interest to them. They will be able to identify features common to most cities and places and things to do that make Angers unique. They will be able to get around the city asking for and explaining where they are going and why they are going there. Working in small groups they will research other cities making comparisons to their own city and Angers. They will consider designations that indicate that cities are unique in other countries. They will talk with others to create a vacation plan naming cities they plan to visit and saying why.

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Student Can-do's

I can	Yes	With some help	Not yet
Identify places in a city			
Explain what people do in various places or why they go there			
Locate a place in relation to other places			
Ask for and follow directions within a city			
Describe places in a city			
Express preferences with reasons about what cities to visit or where to go within a city			
Name public transportation; methods of getting from one place to another			
Make comparisons between cities in the US and cities abroad			

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Student Can-do's

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Living in the City

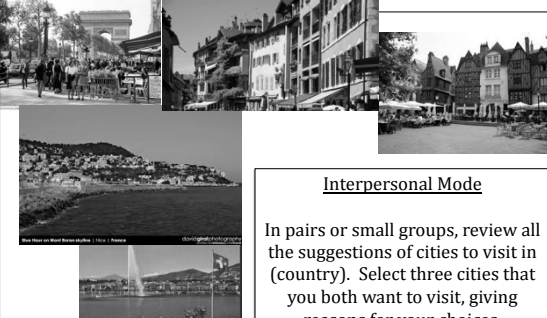
Do the tasks match the targeted performance level?
Do they allow students to address the essential question in some way?

Interpretive Mode Students will identify places in a city based on written and/or oral directions.	Interpretive Mode Students will read descriptions of various cities and will demonstrate comprehension of key elements indicating what they can see and do.	Interpretive Mode Students will read tourist information written for people planning to visit the city and use that information to determine where to go.
Communication - Collaboration - Creativity - Critical Thinking		
Presentational Mode Your class is planning a trip to (country). You need to suggest a city to visit and explain what there is to do there and why it is a good place to visit.	Interpersonal Mode In small groups, review all the suggestions of cities to visit in (country). Select three cities that you want to visit, giving reasons for your choices.	

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Living in the City

What is the ideal city?



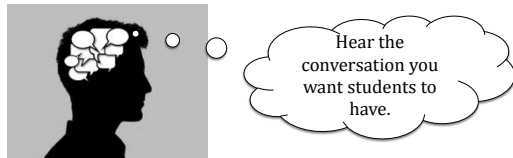
Interpersonal Mode

In pairs or small groups, review all the suggestions of cities to visit in (country). Select three cities that you both want to visit, giving reasons for your choices.

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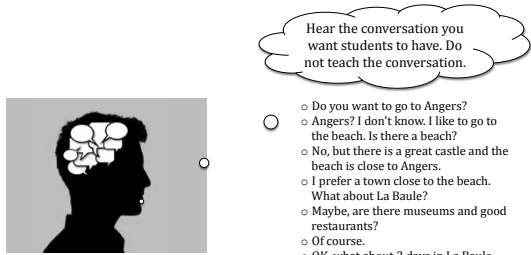
Lesson Learning Target

Function(s): **Name** places in a city
Ask and answer questions indicating if there is or isn't (place) in a city



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Learning Target – Name places that are found in and near cities



- Do you want to go to Angers?
- Angers? I don't know. I like to go to the beach. Is there a beach?
- No, but there is a great castle and the beach is close to Angers.
- I prefer a town close to the beach. What about La Baule?
- Maybe, are there museums and good restaurants?
- Of course.
- OK, what about 3 days in La Baule and 3 in Angers.
- Great idea. Let's go.

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Vocabulary: Imagine the conversation.....


All languages should address all of the functions that are listed here. The actual vocabulary may be adjusted by language to reflect the types of resources being used as well as the cultural aspects of language.

Describe a city	What is the (city) like?
Comment est la ville?	It is....
Elle est/ La ville est...	Big, small, medium sized
Grande, petite, moyenne	Is there....? Are there....?
Y a-t-il....	There is / There isn't....
Il y a.... Il n'y a pas de....	
Il y a un fleuve. Il n'y a pas de fleuve.	a river.
un château, pas de château	a chateau.
une école, pas d'école	school.
un café, pas de café	cafe.
un restaurant, pas de restaurant	restaurant.

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Key Lesson Planning Question

What will the students be required to do, say, make, or write during the lesson that will both deepen and assess their learning?



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Springfield Lesson Design

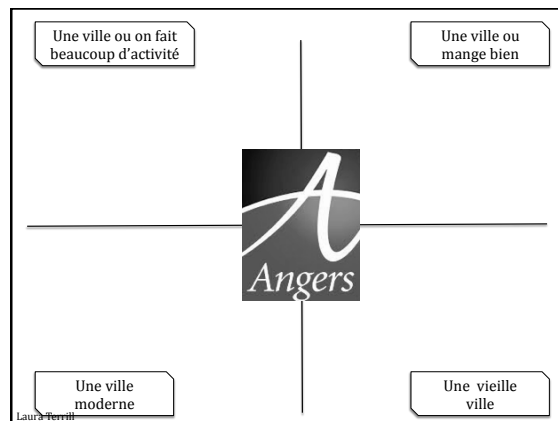
Language Function/ Can Do	Objectives	
		<ul style="list-style-type: none"> Name places in a city Ask and answer questions indicating if there is or isn't (place) in a city
Input	Mini Lesson	Identification of places in context; stating if there or not (interpretive & interpersonal)
Performance/ Feedback	Learning Activity	Reading; providing proof for/against (interpretive) Pairing to ask and answer questions about places (interpersonal)
Check for Understanding/Formative Assessment	Wrap Up	Quick write: 2 minute timed writing on city of Angers (presentational)

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Getting Started



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Lauri Tamm

QUEL(S) TYPE DE COMMERCE ABSENT AIMERIEZ-VOUS TROUVER DANS LE CENTRE-VILLE DE VALLET ?

Ces demandes sont celles exprimées par les clients : elles ne présument, naturellement, pas de la viabilité ou non de ces activités



Tells des mots conventionnels ou nombre de citations

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Working with video - vocabulary

- ❑ Show the video without images or show the video without sound.
- ❑ Ask students to list words and phrases they think they will hear based on the images
- ❑ Alternatively, show images and ask them to predict what the song is about based on the images.

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Gain Attention/Input

Une journée à Angers

Students complete a graphic organizer as they watch the video a second time.

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Elicit Performance/Provide Feedback

Proof for		Proof against
	Clo a 18 ans. (<i>Clo is 18.</i>)	
	On peut faire les magasins. (<i>You can shop.</i>)	
	Il y a beaucoup de restaurants. (<i>There are a lot of restaurants.</i>)	
	Angers est près de la mer. (<i>Angers is near the sea.</i>)	

Process:

1. Students complete proof for/proof against individually.
2. They pair and compare answers.
3. They collaborate to write additional statements.
4. They combine with another pair to share statements.
5. They write 2 additional statements and exchange with another pair.

5.
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Comment est Angers?

J'y vis depuis que j'ai 18ans, (et j'en ai 43)
C'est une ville calme, très bien achalandée si tu aimes les petites boutiques, il y en a pour tout les gouts du baba-cool aux très chic..ecoles dans tous les coins de la villes, cuisine scolaire public, bien d'après mes enfants qui y mange tous les jours..Bars, je ne les fréquente pas mais je sais qu'il y a de tout aussi...Restaus , (que l'embaras du choix, marocains, turc, végétaliens, canadiens, médiéval, resto à viande etc..) Pour aller à la mer, nous y allons souvent , il faut 1h15 direct par l'autoroute pour te rendre sur la cote atlantique..
voilà ce que je peux te dire..
Bis CLO

http://forum.aufeminin.com/forum/preschezvous19/_f1943_preschezvous19-C'est-comment-angers-quelle-distance-par-rapport-a-la-mer.html

Laura Terrill

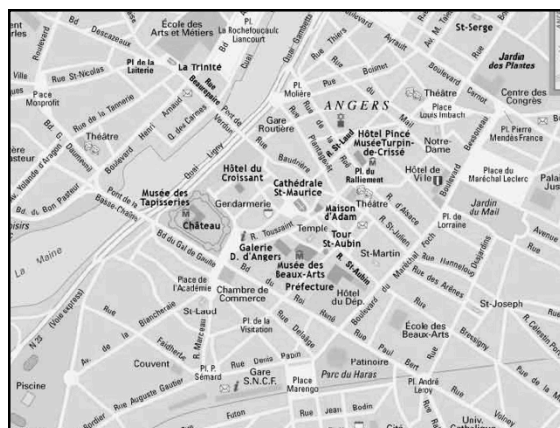
Comment est Angers?

I have been living here since I was 18 years old, (and I am 43)
It is a quiet town, very well stocked if you love the little shops, there is something for all tastes of hippie with very chic..schools in every corner of the city, public school cafeterias, good according to my children who eat there every day ..Bars, I do not frequent them but I know there are many... restaurants (so many choices, Moroccan, Turkish, vegan, Canadian, medieval, meat restaurant etc ..)
To go to the sea, we go often, it takes 1:15 by highway to get you to the Atlantic coast ..
this is what I can tell you ..
Kisses CLO

http://forum.aufeminin.com/forum/preschezvous19/_f1943_preschezvous19-C'est-comment-angers-quelle-distance-par-rapport-a-la-mer.html

Laura Terrill

Quels restaurants y a-t-il à Angers? What restaurants are in Angers?



Y a-t-il....? Oui, il y a une cathédrale.
Non, il n'y a pas de stade.

places in a city
There is or there isn't....



une cathédrale



un stade

Laura Terrill

Y a-t-il....? Oui, il y a un/une _____.
Non, il n'y a pas de _____.

Places in a city...
There is or there isn't....



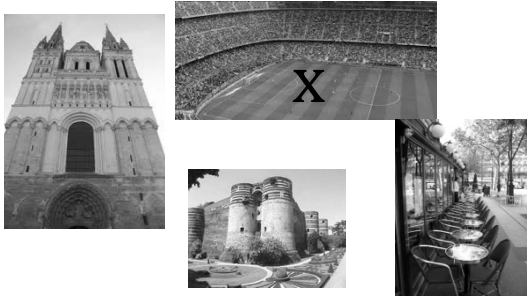
un château



un café

Laura Terrill

Y a-t-il....? Oui, il y a un/une _____.
Non, il n'y a pas de _____.
*Places in a city...
There is or there isn't....*



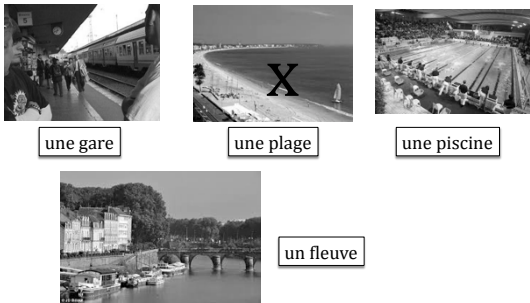
Laura Terrill

Y a-t-il....? un? une? de? *Places in a city...
There is or there isn't....*



Laura Terrill

Y a-t-il....? un? une? de? *Places in a city...
There is or there isn't....*




une gare une plage une piscine

un fleuve

Laura Terrill

Ecrivez 3 lieux.



1. une

2.

3.

une cathédrale
un stade
un château
un café
une gare
une plage
une piscine
un fleuve

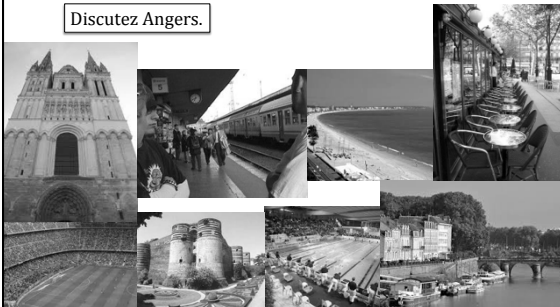
Y a-t-il (un stade)?
Oui, il y a un stade.
Non, il n'y a pas de stade.

*Places in a city...
There is or there isn't....*

Laura Terrill

*Places in a city...
There is or there isn't....*


Discutez Angers.



Tu aimes Angers?

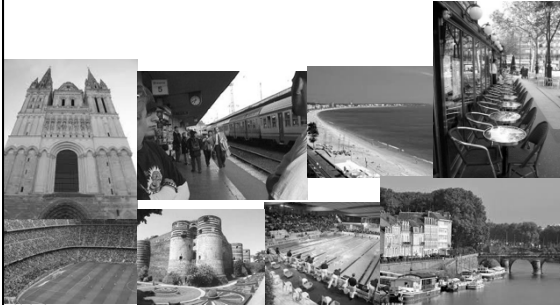
*Places in a city...
There is or there isn't....*

☐ Oui, parce qu'il y a _____.
☐ Non, parce qu'il n'y a pas de _____.




Tu aimes Angers?

*Places in a city...
There is or there isn't.....*



Laura Terrill

Quick Write



Write for 2 minutes about city life. What is there in a city? What do you like to do? Why do you go to different places?

Laura Terrill

Capturing Learner Interest

Lead with Culture

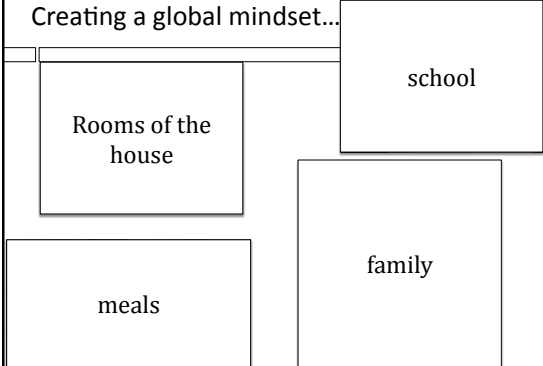
Ready to go to the beach for a day???

Authentic Text

- is written by native speakers for native speakers
- provides visual support
- is culturally rich
- provides models of correct language


Laura Terrill

Creating a global mindset...



Laura Terrill

Getting the most out of a text



- How can you best use this text in the **interpretive** mode?
- What **interpersonal** conversation would students be likely to have on this topic?
- What might students do in the **presentational** mode as a way of making learning more concrete?

Laura Terrill


Consumerism

EQ: What is responsible consumerism?



Laura Terrill

Made in Bangladesh



Day 1 - Brainstorm

Laura Terrill

Brainstorming

Procedure:

- 1 minute to generate an individual list
- 1 minute to share list with a partner. Each person adds new words to the list.
- Group students into group of 4, share and add.
- Go around the room calling out one word per group until all groups are out of words. Teacher records all words on something that can be displayed.

Laura Terrill

Made in Bangladesh

Before seeing the video

Sentences in target language. Try to use cognates and circumlocution as much as possible at this point. Then, if you want them to have a specific word like "sewing" connect it to the cognate or definition you use in the either/or activity.

- She works in the US or in Bangladesh.
- She works in a factory or in a school - by making the choice obvious you are able to embed new words in context.
- She makes clothes or she makes computers.
- She likes her work or hates her work.
- The boxes stay in Bangladesh or go to many countries.

Show the video in chunks at this point. Stop and have them retell the story in their own words.

Laura Terrill

ACTFL IPA INTERPRETIVE TASK COMPREHENSION GUIDE

82

- Key Word Recognition (*English to Target Language*)
- Main Idea(s)
- Supporting Details
- Organizational Features
- Guessing Meaning from Context (*TL to English*)
- Inferences
- Author's Perspective
- Comparing Cultural Perspectives
- Personal Reaction to the Text

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Laura Terrill

IPA Interpretive Comprehension

Literal Comprehension

83

	Strong Comprehension	Meets Expectations	Approaching Expectations	Minimal Comprehension
Word Recognition	Identifies all key words appropriately within context of the text.	Identifies majority of key words appropriately within context of the text.	Identifies half of key words appropriately within context of the text.	Identifies a few key words appropriately within context of the text.
Main Idea Detection	Identifies the complete main idea(s) of the text.	Identifies the key parts of the main idea(s) of the text but misses some elements.	Identifies some part of the main idea(s) of the text.	May identify some ideas from the text but they do not represent the main idea(s).
Supporting Detail Detection	Identifies all supporting details in the text and accurately provides information from the text to explain these details.	Identifies the majority of supporting details in the text and provides information from the text to explain some of these details.	Identifies some supporting details in the text and may provide limited information from the text to explain these details. Or identifies the majority of supporting details but is unable to provide information from the text to explain these details.	Identifies a few supporting details in the text but may be unable to provide information from the text to explain these details.

Laura Terrill

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IPA Interpretive Comprehension

Figurative Comprehension

84

	Strong Comprehension	Meets Expectations	Approaching Expectations	Minimal Comprehension
Organizational Features	Identifies the organizational feature(s) of the text and provides an appropriate rationale.	Identifies the organizational feature(s) of the text; rationale misses some key points.	Identifies in part the organizational feature(s) of the text; rationale may miss some key points. Or identifies the organizational feature(s) but rationale is not provided.	Attempts to identify the organizational feature(s) of the text but is not successful.
Guessing Meaning from Context	Infers meaning of unfamiliar words and phrases in the text. Inferences are accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although some may not be accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although many are not accurate.	Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking.
Inferences	Infers and interprets the text's meaning in a highly plausible manner.	Infers and interprets the text's meaning in a partially plausible manner.	Makes a few plausible inferences regarding the text's meaning.	Inferences and interpretations of the text's meaning are largely incomplete and/or not plausible.
Author's Perspective	Identifies the author's perspective and provides a detailed justification.	Identifies the author's perspective and provides a justification.	Identifies the author's perspective but justification is either inappropriate or incomplete.	Unable to identify the author's perspective.
Cultural Perspectives	Identifies cultural perspectives/norms accurately. Provides a detailed connection of cultural products/practices to perspectives.	Identifies some cultural perspectives/norms accurately. Connects cultural products/practices to perspectives.	Identifies some cultural perspectives/norms accurately. Provides a minimal connection of cultural products/practices to perspectives.	Identification of cultural perspectives/norms is mostly superficial or lacking. And/or connection of cultural practices/products to perspectives is superficial or lacking.

Laura Terrill

La adicción a las compras



85

LA ADICCIÓN A LAS COMPRAS es un impulso incontrolable para adquirir objetos inútiles o innecesarios. La gratificación deriva, más que de la utilidad de los productos, del propio proceso de comprar. Este consumo, no planificado, va más allá de las posibilidades económicas de la persona y le lleva a tener un exceso en sus gastos e incluso a generar deudas.

Entre las causas que mueven a comprar de forma desmesurada no se encuentra la necesidad, sino un descontrol de los impulsos y un pensamiento irracional que surge de una necesidad emocional, de la falta de autoestima, de un vacío o de la imposibilidad de soportar frustraciones y problema.

Laura Terrill

Shopping addiction is an uncontrollable impulse to acquire useless or unnecessary objects. Gratification is derived, not from the utility of the products, but from the act of buying. This unplanned consumption goes beyond the economic possibilities of the person and leads him to have an excess in expenditures and even generate debts.

Among the causes that move disproportionately to buy is not a necessity but a lack of control of impulses and irrational thought that arises from an emotional need, lack of self-esteem, a vacuum or inability to withstand frustrations and problem.

Key Word Recognition

86

Find the following Spanish words in the article.

1. impulse
2. useless
3. vacuum
4. tolerate
5. unplanned
6. among the causes
7. self-esteem
8. necessity

Strong Comprehension	10	Identifies all key words appropriately within context of the text.
Meets Expectations	9	Identifies majority of key words appropriately within context of the text.
Approaching Expectations	8	Identifies half of key words appropriately within the context of the text.
Minimal Comprehension	7	Identifies fewer than half of key words appropriately within the context of the text.
No Comprehension	5	Does not identify any of the words appropriately within the context of the text.

Laura Terrill

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Main Idea

87

What is the main idea of this article? Answer in English.

Strong Comprehension	10	Identifies the complete main idea(s) of the text.
Meets Expectations	9	Identifies the key parts of the main idea(s) of the text but misses some elements.
Approaching Expectations	8	Identifies some parts of the main idea(s) of the text.
Minimal Comprehension	7	May identify some ideas from the text but they do not represent the main idea(s). They are supporting details.
No Comprehension	5	Does not provide a response.

Laura Terrill

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Supporting Details

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Check each detail that is mentioned in the article (not all are included). Copy the information that is given for each detail you have checked.

1. Those who shop to excess often incur debt. _____
2. Compulsive shoppers shop out of emotional necessity. _____
3. Compulsive shoppers usually buy more and more each time. _____
4. Shopping gives some people a rush of adrenaline. _____
5. Compulsive shoppers have trouble dealing with frustrations and problems. _____
6. Compulsive shoppers buy items that are not needed. _____

Strong Comprehension	10	Identifies all supporting details in the text and accurately provides information from the text to support these details.
Meets Expectations	9	Identifies the majority of supporting details in the text and provides information from the text to support some of these details.
Approaching Expectations	8	Identifies half of the supporting details in the text and may provide limited information from the text to support these details.
Minimal Comprehension	7	Identifies a few supporting details in the text but may be unable to provide information from the text to explain these details.
No Comprehension	5	Does not provide a response.

Laura Terrill

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Guessing Meaning from Context

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Based on this text, write what the following words/expressions probably mean. Give your answer in English.

1. la gratificación **deriva**
2. un **pensamiento** irracional
3. la falta de autoestima
4. tener un **exceso**
5. generar **deudas**
6. **soportar** frustraciones

Strong Comprehension	10	Infers meaning of all unfamiliar words and phrases in the text. Inferences are accurate.
Meets Expectations	9	Infers meaning of more than half of unfamiliar words and phrases in the text. The inferences are plausible although some may not be accurate.
Approaching Expectations	8	Infers meaning of half of unfamiliar words and phrases in the text. The inferences are plausible although many are not accurate.
Minimal Comprehension	7	Infers meaning of less than half of unfamiliar words and phrases in the text. The inferences are plausible although many are not accurate.
No Comprehension	5	Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking.

Laura Terrill

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Inferences

90

Is the author critical of or understanding of the shoppers he describes in the article? Support your answer with evidence from the text. Give your answer in English.

Strong Comprehension	10	Infers and interprets the text's meaning using clear evidence from the text.
Meets Expectations	9	Infers and interprets the text's meaning in a partially complete and/or partially plausible manner.
Approaching Expectations	8	Makes a few plausible inferences regarding the text's meaning.
Minimal Comprehension	7	Inferences and interpretations of the text's meaning are incomplete and/or not supported by evidence from the text.
No Comprehension	5	Does not provide a response.

Laura Terrill

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Cultural Perspectives

91

What have you learned about the target language culture from this article? Would this article have been different if it had been written for a US audience? Give your answer in English.

Strong Comprehension	10	Identifies cultural perspectives/norms accurately. Provides a detailed connection of cultural products/practices to perspectives.
Meets Expectations	9	Identifies some cultural perspectives/norms accurately. Connects cultural products/practices to perspectives.
Approaching Expectations	8	Identifies some cultural perspectives/norms accurately. Provides a minimal connection of cultural products/practices to perspectives.
Minimal Comprehension	7	Identification of cultural perspectives/norms is mostly superficial or lacking And/or connection of cultural practices/products to perspectives is superficial or lacking.
No Comprehension	5	Does not provide a response.

Laura Terrill

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Interpretive Listening

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French



What do you know about Albam? Check all that apply.

- ___ She is a professor.
- ___ She is 24.
- ___ She does not have children.
- ___ She likes sports.
- ___ She often goes to the gym.
- ___ She lives in Paris.

Are you likely to be friends with Albam? Why or why not? Justify your answer with information from the text.

Spanish



What do you know about Sergio? List 3 things.

- 1.
- 2.
- 3.

What one question might you ask to get to know him better?

Laura Terrill

Key Word Recognition

93

Strong Comprehension	10	Identifies all key words appropriately within context of the text.
Meets Expectations	9	Identifies majority of key words appropriately within context of the text.
Approaching Expectations	8	Identifies half of key words appropriately within the context of the text.
Minimal Comprehension	7	Identifies fewer than half of key words appropriately within the context of the text.
No Comprehension	5	Does not identify any of the words appropriately within the context of the text.

Laura Terrill

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Global Challenges: Education

Why can't all children go to school?



Laura Terrill

Un enfant réalise son rêve grâce à une photo



Laura Terrill

<http://1jour1actu.com/monde/enfant-photo-philippines-84059/>

Daniel fait ses devoirs dans la rue, à la lumière d'un magasin.



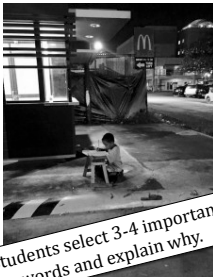
Students write questions in target language that are answered in the text.

Laura Terrill

<http://1jour1actu.com/monde/enfant-photo-philippines-84059/>

Daniel Cabrera a 9 ans. Il vit aux Philippines, un pays d'Asie du Sud-Est, situé à plus de 11 000 kilomètres de la France. Les Philippines sont constituées de plus de 7 000 îles. Daniel vit à Cebu, une île située au centre de l'archipel philippin.

Daniel fait ses devoirs dans la rue, à la lumière d'un magasin.



Que nous montre cette photo?

Daniel est assis dans la rue, la nuit est tombée ; il a posé son cahier sur un tabouret et il fait ses devoirs à la lumière d'un fast-food, près de chez lui. Le petit garçon est très déterminé, il veut devenir policier... et médecin. Il sait que pour réussir il lui faut aller à l'école. Daniel est d'autant plus motivé qu'il vit dans un pays très pauvre : 1 Philippin sur 4 vit dans un bidonville, et n'a pas toujours de quoi manger. Beaucoup de petits Philippins travaillent ou mendient au lieu d'aller à l'école.

Students select 3-4 important words and explain why.

Laura Terrill

<http://1jour1actu.com/monde/enfant-photo-philippines-84059/>

Inferencing



1. What is going on in this picture
2. What do you see that makes you say that?
3. What more can we find?

Laura Terrill

visualthinkingstrategies.org

Explain the images....



Laura Terrill

Que font-ils cet été ? Abass, 7 ans, Sénégalais

Voici Abass, un Sénégalais de 7 ans qui habite à Dakar, la capitale du Sénégal. Il parle le wolof, la langue la plus courante au Sénégal. Mais il maîtrise aussi très bien le français. Dans son pays, les vacances durent trois mois: la chance!

Here's Abass, a Senegalese who is 7 years old who lives in Dakar, capital of Senegal. He speaks Wolof, the most common language in Senegal. But he also speaks French very well. In his country, the holidays last three months: luck!

Mot du jour : Sénégal

Le Sénégal est un pays de l'Afrique de l'Ouest. Il longe l'océan Atlantique. Il est entouré par la Mauritanie, le Mali, la Guinée et la Guinée-Bissau. À l'intérieur de ses terres, se trouve un tout petit pays, la Gambie. Au Sénégal, il y a 14 millions d'habitants.

Laura Terrill

<http://1jour1actu.com/monde/que-font-ils-cet-ete-abass-7-ans-senegalais-65837/>

Que font-ils cet été ? Abass, 7 ans, Sénégalais

Abass, est-ce que tu as des vacances cet été ?

Oui, mes vacances durent 3 mois. De juillet à septembre. C'est pareil pour la plupart des enfants sénégalais.

Que fais-tu pendant ces vacances ?

Comme toutes les vacances, je vais chez ma mémé qui habite à deux minutes de chez moi. Là-bas, c'est bien car il y a aussi mes cousins et mes cousines et on fait plein de jeux. On se lève vers 9 heures, on regarde des dessins animés en attendant que ma mémé prépare le petit déjeuner. Après, je me lave, je m'habille, et avec mes cousins, on va au cours de Coran (Abass est musulman). C'est obligatoire. Au retour, on se lave les mains, on déjeune et on fait une petite sieste. Puis, on joue, on dîne et le soir, je reste un peu avec les adultes au salon où je finis par m'endormir.

Laura Terrill

<http://1jour1actu.com/monde/que-font-ils-cet-ete-abass-7-ans-senegalais-65837/>

Que font-ils cet été ? Abass, 7 ans, Sénégalais

Abass, do you have a vacation this summer?

Yes, my holidays last 3 months. From July to September. It's the same for most Senegalese children.

What do you do during the holidays?

Like all holidays, I go to my grandma who lives two minutes from my home. It's great there because my cousins are also there play lots of games. We get up around 9 am, we watch cartoons while waiting for my grandma to fix breakfast. Afterwards, I wash, get dressed, and I go with my cousins to the Quran class (Abass is Muslim). It's obligatory. When we return, we wash our hands, we eat lunch and take a nap. Then we play, dine and in the evening, I stay with the adults in the living room for a little while where I end up falling asleep.

Laura Terrill

<http://1jour1actu.com/monde/que-font-ils-cet-ete-abass-7-ans-senegalais-65837/>

Que font-ils cet été ? Abass, 7 ans, Sénégalais

Quelles sont tes activités favorites, pendant l'été?

J'adore le foot de quartier et les sorties à la plage avec toute ma famille. J'aime aussi jouer aux billes et aller jouer aux jeux vidéo au centre commercial près de chez moi.

Quel temps fait-il, chez toi, l'été?

Au Sénégal, il fait très chaud et on a du soleil toute la journée. Le soir, il fait un peu plus frais.

Quels sont tes plats préférés pendant les vacances?

J'aime bien manger le thiéboudienne et le mafé qui sont des plats de mon pays. J'aime bien aussi les pizzas et les mangues. En boisson, ce que je préfère, c'est le bouye (jus avec la pulpe du fruit du baobab) et le bissap (à base de fleurs d'hibiscus) ; mais pas le jus de gingembre, car c'est trop fort pour moi.

Pour finir, peux-tu dire une petite phrase en wolof pour les lecteurs d'1jour1actu?

« Yaroulène té déguale sène pape ak sène yaye niom rek nio kham li bakh si yène », ce qui signifie en français: «Écoutez vos papas et vos mamans car eux seuls savent ce qui est bon ou mauvais pour les enfants! »

Laura Terrill

<http://1jour1actu.com/monde/que-font-ils-cet-ete-abass-7-ans-senegalais-65837/>

Explain the images....



Laura Terrill

The Faces of Me

What determines identity?
Who is the "real" me?

Brainstorm vocabulary, create questions



Laura Terrill

<http://actualidad.rt.com/sociedad/view/118840-selfie-peligroso-telefono-foto-video-toros>

Before Reading: Prediction



Laura Terrill

- Students write:
 - headline
 - photo caption
 - first paragraph or lines of article
- Students then share what they have written with other students/groups. Students predict which version is most likely.
- Students read the actual article and compare.
- They add useful vocabulary to personal vocabulary.

During reading



- Students read the actual article and compare to their versions.
- They work with ACTIVE strategies as they read.
- They add useful vocabulary to personal vocabulary.

ACTIVE

Ask questions, make connections, track down most important words or ideas, make inferences, visualize, extend their learning

Laura Terrill

El video más peligroso: un joven se graba mientras es perseguido por toros

Un joven en EE.UU. capturó en su teléfono inteligente el momento en el que estaba siendo perseguido por varios toros mientras participaba en un encierro.

El chico, llamado Christian, presume de haberse tomado el 'selfie' más peligroso que se haya capturado jamás. El muchacho decidió filmarse a sí mismo con su teléfono móvil mientras participaba en el Houston Bull Run, un evento que se celebra en Texas y que recuerda a los encierros que tienen lugar durante las fiestas de San Fermín en Pamplona, España.

Uno de los espectadores fotografió al muchacho en el momento en el que el joven corría y se grababa, y colgó la imagen en el portal **Reddit**. Más adelante, otro internauta compartió un enlace al vídeo que grabó Christian con su 'smatphone'.

Laura Terrill

Extend to other modes



Interpersonal

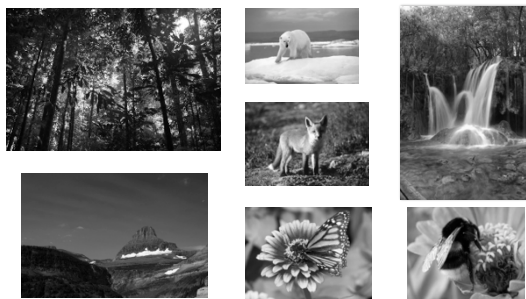
- Role play an interview with this young man.
- Share your opinions about the actions of this person. Talk over the "dangerous" things you have done.

Presentational

- Write the comments you would include on any social media site where you saw this picture.
- Tweet to call attention to this event.

Laura Terrill

Topic: The Natural World



Laura Terrill

Tu veux nager avec les dauphins?



Laura Terrill



Laura Terrill

Nager avec les dauphins à Holguin (pour ou contre?) 01 février 2012, 23:41

Hello à tous,

Je serai au Sol Rio de Luna y Mares vendredi et je sais que la place pour nager avec les dauphins est situé tout à côté et que ce serait le temps ou jamais d'essayer ça.

Par contre je suis très pro-animaux et je me questionne à savoir si c'est correct d'encourager ça ou non. Est-ce que les dauphins sont bien traités et nourris et sont remis en "liberté" le soir dans la baie où ils peuvent nager comme il veulent où sont ils dans un petit endroit restreint qui n'a pas d'allure et exploité à outrance???

Ma femme croit que les dauphins aime la compagnie des humains et qu'ils sont sûrement bien nourri et bien traité. C'est peut-être vrai. Je crois qu'à Cuba on respecte plus les animaux qu'en République Dominicaine mais ce n'est peut-être qu'une impression.

Qu'en pensez-vous? Drôle de question hein? :-)

Laura Terrill

<http://www.tripadvisor.fr>

10 Bonnes raisons pour ne pas se rendre dans un delphinarium

1. les dauphins captifs sont contrôlés par la nourriture. Un grand dauphin peut ingurgiter jusqu'à 25 kilos de poisson par jour ! Un tour contre un poisson représente donc une maigre récompense. Dès qu'ils sont rassasiés, les dauphins cessent d'obéir aux ordres qu'on leur donne. C'est ce qu'explique Richard O'Barry dans son *interview* et c'est pour cette raison que l'ex-entraîneur des dauphins de Flipper utilisait cinq Tursiops sur le tournage de la série.



2. Un dauphin captif vit beaucoup moins longtemps qu'un dauphin libre. Un dauphin sauvage peut atteindre l'âge de 40-50 ans. Dans les delphinariums, l'espérance de vie est au minimum réduite de moitié. Les dauphins sont sujets au stress, à des maladies de peau dues à l'eau chlorée, et il leur arrive de s'auto-mutiller voire de se suicider... ("Flipper s'est suicidé", ainsi que l'affirme Richard O'Barry dans *cette interview*.)

<http://www.blog-les-dauphins.com/10-bonnes-raisons-de-ne-pas-se-rendre-dans-un-delphinarium/>

Laura Terrill

Tu veux aller au delphinarium?



Oui, ça m'intéresse énormément.

- ☐ C'est un spectacle. C'est amusant.
- ☐ Les dauphins aiment jouer avec les humains.
- ☐ Ils sont intéressants.
- ☐ J'adore leurs trucs.
- ☐ J'aimerais bien nager avec les dauphins.



Non, je ne peux pas supporter cette idée.

- ☐ Les dauphins sont captifs.
- ☐ Ils ne nagent pas dans l'océan. Ils n'ont pas assez d'exercice.
- ☐ Ils sont stressés.
- ☐ Ils sont intelligents. Il faut les respecter.

Laura Terrill

La tortue verte

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What words and phrases do you know that would help you talk about this video?

Planning and Checking for Learning

118

Identify desired results	Introduce and state some facts about sea creatures (turtles).
Determine acceptable evidence	Students will work individually and then in pairs to connect and say sentences about sea turtles.

Gouin Series



I am a sea turtle.
I am big.
I live in the sea.
I walk on the beach.
I swim in the sea.
I eat plants.
I eat jellyfish.
I hate plastic bags.
I prefer clean water, please.

<https://wteacher.wordpress.com/2012/02/10/using-the-gouin-series-in-the-foreign-language-classroom/>
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Où tu habites, la tortue de mer?

119



J'habite.....



l'océan



le fleuve Jaune

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Où tu habites, la tortue de mer?

120






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Qu'est-ce que tu fais, la tortue de mer?

121

Je....

nage dans l'océan.

marche sur la plage.

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Qu'est-ce que tu fais, la tortue de mer?

122









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Qu'est-ce que tu manges, la tortue de mer?

123

Je mange....




des plantes.

des méduses.

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Qu'est-ce que tu manges, la tortue de mer?

124









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Tu es grande ou petite, la tortue de mer?

125

Je suis.....




grande.

petite.

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Tu es grande ou petite, la tortue de mer?

126

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Qu'est-ce que tu préfères, la tortue de mer?

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Je préfère.....
Je déteste.....





l'eau propre.




les sacs plastiques.




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Qu'est-ce que tu préfères, la tortue de mer?


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Je préfère.....
Je déteste.....

l'eau propre.
















les sacs plastiques.

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Rebus Sentences

129

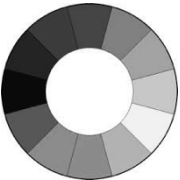
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130



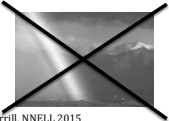
Find a meaningful context.....

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What context would work to make colors:

- real-world?
- intrinsically interesting?
- cognitively engaging?
- age-appropriate?



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PRENEZ DES COULEURS
C'EST BON POUR LA SANTÉ

VARIEZ LES FRUITS & LÉGUMES.
C'EST BON POUR LA SANTÉ.




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VERT, anti-crise cardiaque, anti-Alzheimer, bon pour les yeux

ORANGE et JAUNE, bonne mine, bon cœur, anti-rhume

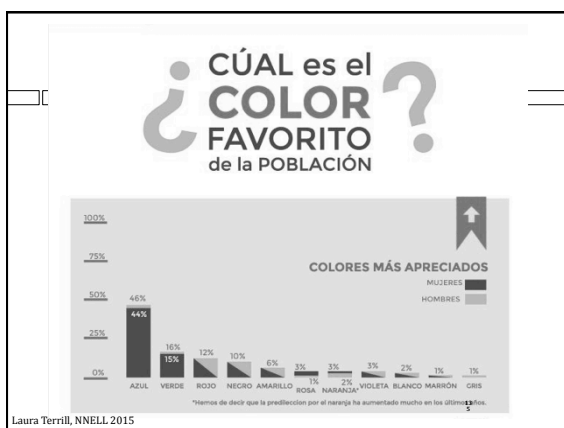
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134

Lots of color? Is it healthy?
No, it's not fruits and vegetables. It's _____.

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PSICOLOGÍA del COLOR

AZUL	VERDE
Seguridad	Esperanza
Responsabilidad	Naturaleza
Armonía	Serenidad
ROJO	NEGRO
Pasión	Elegancia
Fuerza	Eternidad
Peligro	Muerte
AMARILLO	
Optimismo	
Diversión	
Celos	

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Step 1



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Step 2 – What's reasonable for you?



Sometimes I like to treat myself at work and just do one thing at a time.
Oh, wait, I'm a teacher.

- Try 1 new unit – use it in different levels.
- Adapt your vocabulary list.
- Use more authentic text.
- Incorporate interpersonal assessment.
- Change your gradebook.
- Grade less, plan more.

Laura Terrill

Are you suffering from



Laura Terrill

image credit: waremalcomb.com

"If you want to feel secure,
Do what you already know how to do.

If you want to be a true professional and continue to
grow...
Go to the cutting edge of your competence,
Which means a temporary loss of security.

So whenever you don't quite
know what you're doing,
know you're growing!"

Madeline Hunter 1987

Laura Terrill

Stressed is

DESSERTS

spelled backwards.

Laura Terrill

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The Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design
<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>

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